



A Guide to the Continuous Improvement Priority Status (CIPS) Process

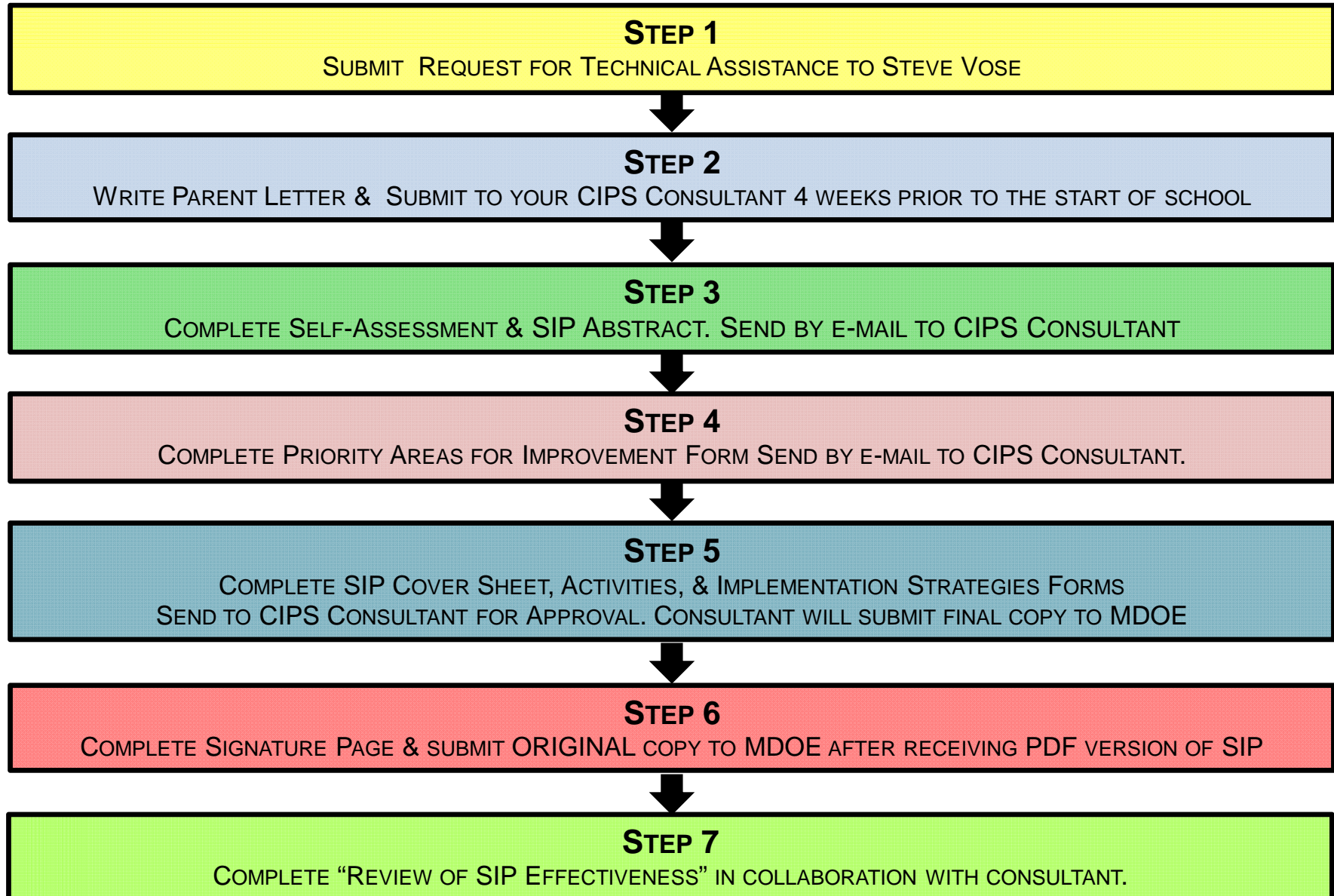
(for 2012-2013 Title 1 CIPS schools)

May. 20. 2012

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Steps in the Title 1 CIPS Process



Documents to be Submitted During the Title 1 CIPS Process

Step	Name	Due Date	Directions for Submission
1	Request for Technical Assistance	July 15, 2012	MAIL <u>original</u> copy to Jan Bunnell 23 State House Station Augusta, ME 04333-0023
2	Parent Notification Letter	<i>Elementary and Middle Schools:</i> submit draft 4 weeks prior to school start ; Mail approved copy to parents 2 weeks prior to school start <i>High Schools:</i> dates start from point of notification of AYP status.	Email <i>draft</i> of parent letter to your consultant for approval; e-mail consultant approved copy to: steve.vose@maine.gov. Once approved, MAIL signed copy to Steve Vose, 23 State House Station, Augusta ME 04333-0023 and distribute letter to parents.
3	School Improvement Plan Abstract Including Overview of Self-Assessment	Deadline established in collaboration with consultant	Draft sent electronically to your DOE consultant
4	Priority Areas for Improvement	Deadline established in collaboration with consultant	Draft sent electronically to your DOE consultant
5	School Improvement Plan - Cover Page, Activities & Implementation Strategies	December 1, 2012	Final copy sent by DOE consultant to Steve Vose after review by DOE consultant
6	Signature Page	<i>To be submitted ONLY after you receive PDF version back from MDOE</i>	<i>Original</i> copy of signature page to be MAILED to Jan Bunnell 23 State House Station Augusta, ME 04333-0023
7	Review of SIP Effectiveness	Date of Review established in collaboration with consultant but no later than Oct. 1	Consultant will submit to Steve Vose
Financial Documents		<i>Requests for reimbursement</i> may be submitted as soon as the SIP plan has been approved by MDOE and the required 10% set aside has been expended. Requests may be submitted upon completion of individual activities or at the end of the plan year. MDOE recommends submission on Dec. 1, March 1, Aug. 1, with all requests for that year submitted no later than Oct. 1.	See “CIPS Funds Reimbursement Packet 2012-13”. You may request a copy from your consultant or Steve Vose at steve.vose@maine.gov .

TITLE 1 CIPS REQUIREMENTS STEP BY STEP

A Title 1 school that does not meet Adequate Yearly Progress (AYP) requirements for two consecutive years or more is identified as Continuous Improvement Priority Status (CIPS) and must create a 2-year plan for improvement.

STEP 1- GETTING STARTED

A school that does not meet Adequate Yearly Progress targets for two consecutive years, **must submit** a “**Request for Technical Assistance**” form by **July 15** of the year in which the school is identified as a Continuous Improvement Priority Status school.

The form may be found on page 2 of “*Continuous Improvement Priority Status (CIPS) Forms to Be Submitted*”.

The school must form a CIPS Team to work together through the improvement process. The team must include: representatives from regular education, special education, any group identified for not making AYP, the superintendent (or other central office designee with decision making authority), the curriculum coordinator, the Title 1 coordinator, the school principal, and parents.

STEP 2 – PARENT NOTIFICATION LETTER

Draft a **letter notifying parents** of your schools CIPS identification. The letter must contain:

1. an explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency involved;
2. the reasons for the identification;
3. an explanation of what the school identified for school improvement is doing to address the problem of low achievement;
4. an explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem;
5. an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
 - a. an explanation of the parents' option to transfer their child to another public school under paragraphs where appropriate (with transportation provided by the agency when required or to obtain supplemental educational services for the child as required for CIPS 2 Schools and beyond.

K-8 schools must, at least 4 weeks prior to the start of school, e-mail a draft letter to their MDOE CIPS Consultant for approval. The consultant approved letter must subsequently be sent to Steve Vose at MDOE (See contact information in chart on page 3 of this Guide) for his approval before it is distributed to parents. A **sample letter** may be found on page 3 of the “*Continuous Improvement Priority Status (CIPS) Forms to Be Submitted*”. The **approved letter must be distributed to the parents** of elementary school students at least **2 weeks prior to the first day of school**. The **dates** by which drafts from high schools must be submitted and **parents of high school students notified** of the schools AYP status, are **dependent on the date on which AYP notices are distributed to the schools, but should be sent out as soon as possible**.

- ❖ *Schools may request written guidance regarding Parent Notification and Public School Choice from Steve Vose: steve.vose@maine.gov.*

STEP 3 – REVIEW OF DATA TO CREATE OVERVIEW BASED ON SELF-ASSESSMENT

The United States Department of Education requires the development of a school improvement plan for those Title 1 schools in their first year of Continuous Improvement Priority Status (CIPS). The plan must describe, at a minimum:

1. the area(s) in which the school did not make adequate yearly progress (AYP) for two consecutive years, resulting in the designation as CIPS;
2. measurable goals and objectives to reduce identified achievement gaps in the area(s) for which the school is designated as in need of improvement. Provide description of how the goals and objectives will be measured.
3. the activities the school will develop and implement to address and improve the root causes that evidence suggests affect student achievement in the area(s) referenced in (1) above;
4. a description of how such activities will improve student achievement;
5. the professional development needs of the instructional staff serving the district. *See page 26 for guidelines related to professional development activities.*
6. the implementation of activities that are supported by scientifically-based research;
7. an assurance that parents, school staff, and others were consulted in designing the plan, and;
8. the technical assistance requested from the Maine Department of Education or other technical assistance providers.

STEP 3A

To begin development of the Plan, the team members must complete the self-assessment ratings instrument (pages 11-16 in this Guide) to help narrow the focus of the School Improvement Plan.

STEP 3B

Next, team members analyze student assessment data to identify an existing student learning problem(s). Suggestions related to this stage of the process are provided on page 17 of this Guide.

STEP 3C

The team completes a School Improvement Plan Abstract (see page 18 of this Guide for sample and page 6 of “*Continuous Improvement Priority Status (CIPS) Forms to Be Submitted*” for form) based on the data gathered in Steps 3 A and B.

STEP 4 – IDENTIFYING PRIORITY AREAS FOR IMPROVEMENT

Based on all of the data gathered during Steps 3A and 3B, including the self-assessment ratings and analysis of student assessment data, the members of the team will identify the priority areas to be addressed by their School Improvement Plan. Information about each Priority Area must be recorded on a **Priority Areas for Improvement** Form provided on page 7 of “*Continuous Improvement Priority Status (CIPS) Forms to Be Submitted*”.

When completed, all of the Priority Areas for Improvement Forms must be **submitted to** the school’s **CIPS Consultant** by a mutually established deadline.

STEP 5 – Cover Page, ACTIVITIES AND IMPLEMENTATION STRATEGIES TO ADDRESS PRIORITY AREAS OF IMPROVEMENT

Activities and implementation strategies to address the Priority Areas must be selected for inclusion in the School Improvement Plan. Each of the activities and strategies must then be recorded on the form/forms found on pages 8 and 9 of “*Continuous Improvement Priority Status (CIPS) Forms to Be Submitted*”. They, along with the CIP Cover sheet, must then be submitted to the school’s CIPS consultant who will approve it and submit it to MDOE.

The first activity related to a specific priority area should be recorded on the form found on page 8. Additional activities, related to the same goal should be described on the form found on page 9, which may be duplicated as many times as needed. All “School Improvement Activities and Implementation Strategies...” forms must be submitted to the school’s CIPS Consultant for review. The **final copy** will be **submitted to the Maine Department of Education CIPS Coordinator** by the **CIPS Consultant**. **The deadline for submission is December 1, 2012.**

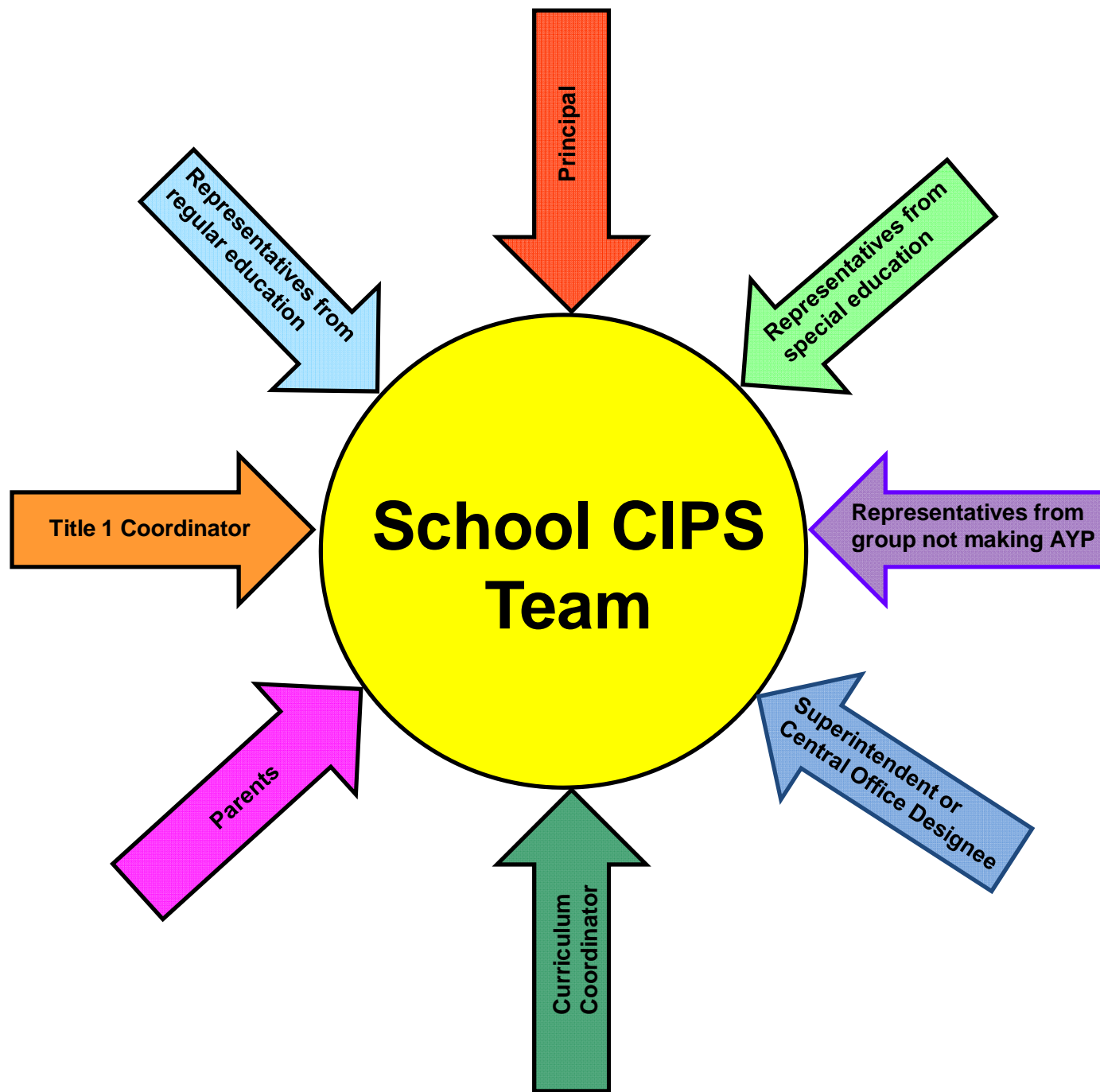
STEP 6 – SIGNATURE PAGE

When the School Improvement Plan has been reviewed and approved by the Maine Department of Education CIPS Coordinator, a PDF copy will be sent to the principal or designated school contact person. Once the PDF copy has been received, the Signature Page, found on page 10 of “*Continuous Improvement Priority Status (CIPS) Forms to Be Submitted*”, must be completed and the **ORIGINAL COPY MAILED** to the CIPS Coordinator at the following address:

**Jan Bunnell
23 State House Station
Augusta, ME 04333-0023**

STEP 7 – REVIEW OF SCHOOL IMPROVEMENT PLAN EFFECTIVENESS

A “Review of School Improvement Plan Effectiveness”, facilitated by the school’s CIPS Consultant, will be completed by the school team at a time and date established in collaboration with the Consultant, **but no later than October 1, 2012**. The review is designed to inform implementation. The Review will be submitted to Steve Vose, CIPS Coordinator, by the school’s CIPS consultant.





SAMPLE SCHOOL IMPROVEMENT PLAN COVER PAGE

STEP 5

School Name: Pine Cone School

School Address: 500 Main Street, Forest, Maine 04073

LEA: Forest School Department

Title 1: x Targeted Assistance

Schoolwide

2012-2013 10% Set Aside \$ 44,500

2012-2013 CIPS Fund Request \$ _____

Total Plan Request \$ _____

Principal: Carl Prince	Secondary Contact/Title (e.g., Title 1 Coordinator) Sally Smith
Telephone: 207-324-5555	Telephone: 207-324-5557
E-mail: cprince@forest.org	E-mail: mheight@forest.org
Fax: 207-490-5556	Fax: 207-324-5777

School Improvement Planning Team *(List name and position; no set number of members)*

Principal (required) Carl Prince	Special Education (required) Martha Height, Sp. Ed. Director
Central Office Staff (required) Janice Grant, Curriculum Coordinator	Title I Coordinator (required) Sally Smith, Title 1 Coordinator
Regular Education (required) Karen Bishop, Grade 5 Teacher	Parent (required) Christa Miller
Other Kathy Clark, Assistant Principal	Other Darla Allen, Special Education teacher
Other Jean Ford, Grade 4 teacher	Other Alan Butler, Grade 6 teacher

CIPS Status: ****Made AYP, Monitor, CIPS**

In table below include whether AYP targets were met or not; if not met, include appropriate group code from list to right.

Group codes: W=Whole School, C=Caucasian/White, B=African American / Black, H =Hispanic, A= Asian or Pacific Islander, I =American Indian or Native Alaskan, E =Economically Disadvantaged, S=Students with Disabilities, L = Limited English Proficient

School Year	Reading*	Math*	Average Daily Attendance/Grad Rate	AYP Status**
2010-2011	Made AYP	Monitor	Made target	Monitor
2011-2012	Made AYP	Did Not Make AYP - S	Made target	CIPS 1
2012-2013				

**History must begin with 1st year school was on Monitor Status. If more than 3 years history is required, attach extended chart. Data for use in this table may be found at www.maine.gov/education/pressreleases/ayp/index.html.*

An instrument to be used by the principal and CIPS Team to identify needs follows:

Those participating are asked to rate their school in each of the areas below:

Curriculum

Structural Reform Strategies

Culture and Climate

Instruction

Leadership and Governance

External Support and Resources

Extended Learning Activities

Assessment/Data

Professional Development

Parent and Community Involvement

Using the ratings, the team will then determine which 2-3 areas were rated lowest and identify those as your school's priority areas for improvement. A school may find that there are more than 3 areas rated low; however, during the first year as a CIPS school, we suggest that you limit the work that will be undertaken to only those 2-3 that are most critical and will have the greatest impact in improving student achievement. These ratings will serve two purposes: first, to help guide conversations with your CIPS consultant; and, secondly, to help the school more clearly identify the areas for improvement and the resources needed to bring about that improvement.

Effective Schools Components	Rating <i>(Circle one)</i>								
<p>A. Current Initiatives. To what extent –</p> <ol style="list-style-type: none"> 1. Are our initiatives designed to improve learning for all students? 2. Are our initiatives designed to remedy areas in which we did not make AYP? 3. Are our initiatives fully implemented? 4. Are the initiatives being monitored to determine if we are achieving the desired results? 5. Is the evidence data-based? 	<table border="1"> <thead> <tr> <th data-bbox="1331 662 1453 699">Low</th> <th data-bbox="1453 662 1577 699"></th> <th data-bbox="1577 662 1701 699"></th> <th data-bbox="1701 662 1824 699">High</th> </tr> </thead> <tbody> <tr> <td data-bbox="1331 724 1453 797">1</td> <td data-bbox="1453 724 1577 797">2</td> <td data-bbox="1577 724 1701 797">3</td> <td data-bbox="1701 724 1824 797">4</td> </tr> </tbody> </table>	Low			High	1	2	3	4
Low			High						
1	2	3	4						

Comments:

Effective Schools Components	Rating <i>(Circle one)</i>				
B. Curriculum. To what extent – <ol style="list-style-type: none"> 1. Is our curriculum in reading and math regularly reviewed and evaluated? 2. Is our curriculum aligned with state and national frameworks and grade level expectations? 	<div> <div>Low</div> <div>High</div> </div> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4		

Comments:

Effective Schools Components	Rating <i>(Circle one)</i>				
C. Instruction. To what extent – <ol style="list-style-type: none"> 1. Do teachers provide appropriate differentiated instruction in their classrooms? 2. Do instructional strategies emphasize higher-order thinking skills, such as problem-solving and critical thinking for all students? 	<div> <div>Low</div> <div>High</div> </div> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4		

Comments:

Effective Schools Components	Rating <i>(Circle one)</i>
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<p>D. Assessment /Data. To what extent –</p> <ol style="list-style-type: none"> 1. Do we disaggregate student achievement data to follow the progress of each student? 2. Do we systematically identify and provide appropriate supports to struggling learners based on the review of data? 3. Do we use disaggregated student achievement results to set priorities for professional development? 4. Do we analyze program effectiveness in order to plan instruction and set priorities? 5. Do we share results of assessments through newsletters, PTO meetings, local press releases, and the school / district web page in language and vocabulary that the public can understand? 	<table border="1"> <tr> <td colspan="2" style="text-align: center;">Low</td> <td colspan="2" style="text-align: center;">High</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>	Low		High		1	2	3	4
Low		High							
1	2	3	4						

Comments:

Effective Schools Components	Rating <i>(Circle one)</i>								
<p>E. Structural Reform Strategies. To what extent –</p> <ol style="list-style-type: none"> 1. Are structured planning opportunities for staff a regular part of the school schedule? 2. Are teachers provided with the opportunity to plan their work collaboratively? 3. Is support for novice teachers available? 4. Is uninterrupted time dedicated each day and week to instruction in reading and math? 5. Have any changes in staffing, learning structures, and leadership structures improved student learning? 	<table border="1"> <tr> <td colspan="2" style="text-align: center;">Low</td> <td colspan="2" style="text-align: center;">High</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>	Low		High		1	2	3	4
Low		High							
1	2	3	4						

Comments:

Effective Schools Components	Rating <i>(Circle one)</i>
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<p>F. Leadership and Governance. To what extent –</p> <ol style="list-style-type: none"> 1. Has the school implemented an improvement plan with results-driven objectives? 2. Is shared leadership evident, as appropriate, to support and improve instruction? 	<table> <tr> <td colspan="2">Low</td><td colspan="2">High</td></tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	Low		High		1	2	3	4
Low		High							
1	2	3	4						

Comments:

Effective Schools Components	Rating <i>(Circle one)</i>								
<p>G. Professional Development. To what extent –</p> <ol style="list-style-type: none"> 1. Is professional development aligned with curricular priorities and student achievement goals? 2. Are professional development opportunities available to paraprofessionals targeted to their job responsibilities? 3. Are all teachers and paraprofessionals included in content area professional development? 	<table> <tr> <td colspan="2">Low</td><td colspan="2">High</td></tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	Low		High		1	2	3	4
Low		High							
1	2	3	4						

Comments:

Effective Schools Components	Rating <i>(Circle one)</i>
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H. Culture and Climate. To what extent –

1. Are disciplinary procedures and enforcement supporting teaching and learning?
2. Do teachers work independently and collaboratively in an effective manner?
3. Are collaboration and reflective practice valued?

Low**High****1****2****3****4****Comments:****Effective Schools Components****Rating** *(Circle one)***I. External Support and Resources.** To what extent –

1. Are federal resources received at the district level understood and leveraged at the school level to support its improvement plan?
2. Are partnerships with businesses and organizations actively supporting the school's improvement goals?

Low**High****1****2****3****4****Comments:****Effective Schools Components****Rating** *(Circle one)*

J. Parent and Community Involvement. To what extent – 1. Are parents familiar with grade-level expectations to better understand assessment results? 2. Do we share assessment results with parents in language and vocabulary that is easily understood? 3. Is parent and community involvement actively solicited?	<div> <div>Low</div> <div>High</div> </div>			
	1	2	3	4

Comments:

Effective Schools Components	Rating <i>(Circle one)</i>			
K. Extended Learning Activities. To what extent – 1. Are extended learning activities available at our school? 2. Are those students most in need participating?	<div> <div>Low</div> <div>High</div> </div>			
	1	2	3	4

Comments:



Identifying a Student Learning Problem

STEP 3B

This step involves looking at student assessment data. How are our students performing? What are the results telling us? Are there achievement gaps? Where? Why?

- to what extent is each student making progress toward proficiency in reading and math?
- When we disaggregate by student subgroups, to what extent is each group making progress towards proficiency?
- When we examine our data by student subgroup, are there patterns or trends? What do the results show over time?
- What factors might be contributing to the achievement gaps we have identified, and how do we know?

Nancy Love, Katherine E. Stiles, Susan Mundry, and Kathryn DiRanna in their publication Unleashing the Power of Collaborative Inquiry: The Data Coach's Guide to Improving Learning for All Students (Corwin Press, 2008) suggest using data templates to begin to identify a student learning problem. As the authors state in their text:

If continuous improvement is the goal, then there is little point in examining only one source of data, state test results, which often become available only after the students have moved on to the next grade, and it is too late to do anything about them. Data-literate teachers use a variety of different kinds of data, some on a daily basis, some monthly or quarterly, and some annually, to continuously improve instruction and engage in collaborative inquiry.

(Love, Stiles, Mundy, DiRanna, 2008, p. 129)

Your MDOE consultant can work with you to identify resources to support the review and analysis of available data. This will assist in the identification of **student learning problems**.

Sample SCHOOL IMPROVEMENT PLAN ABSTRACT FOR STEP 3C

School Improvement Plan Abstract for Pine Cone School 2011-2012

A. Demographic/Geographic Information

Pine Cone School is an elementary school located in Forest, Maine, in York County. Forest, Maine, was once a bustling economic and cultural community, centered around the flourishing textile mills, among the top in the country. Currently, Forest still bears the scars of its economic decline, with empty storefronts, vacant lots, and a large abandoned and run-down mill complex. Among the social challenges are high rates of poverty, transiency, and unemployment, with socio-economic status as the primary barrier for a large percentage of the population. While 13% of Forest's population of 23,000 live below the poverty level, 28.5% of our families with children are living below poverty standards. The current unemployment rate in Forest is still consistently higher than the state rate at 11.9% and the foreclosure rate during the past year is the highest in Maine. The percentage of Pine Cone School students who qualify for Free and Reduced Lunch is 60.2%. Pine Cone School's ethnicity percentages are: 1.7% Hispanic, .2% American Indian or Alaskan Native, 4.9% Asian, 2.2% Black or African American, and 90.7% White. Pine Cone School's percentage of students who receive special education services is 22%.

B. District/School Organization

The Forest School Department has an enrollment of 3,306 students. Pine Cone School is one of five elementary schools. Forest School Department also has one junior high and one high school. Pine Cone School houses grades four through six and is projected to have 445 students to start this school year. We receive our students primarily from three sending schools that provide students with their Kindergarten to third grade or first through third grade instruction.

C. Process of Involving Others in Plan Development

Pine Cone School is utilizing the services of the Maine Department of Education consultant, Alice Webber in the development of this plan. In addition two parents serve on our school's improvement planning team. Additional parents have responded to the Informational Parent Letter that was mailed home in an effort to provide an opportunity for parent feedback and to invite more parents to serve on the school CIPS team.

D. Areas in Which Pine Cone School Did Not Make Adequately Yearly Progress

2011-2012 Pine Cone School CIPS 1 status is the result of mathematic scores for the disaggregated group of students with disabilities below the AYP target for two consecutive years.

On the NECAP tests in the area of reading in 2009-2010, 70% of our students earned scores of Proficient or above, exceeding the state target of 66% proficiency, and in math 65% of our students earned scores of Proficient or above, exceeding the state target of 60%. On the 2010-2011 NECAP reading tests, 75% of Pine Cone School's students earned scores of Proficient or above, meeting the state target of 75% proficiency, and in math 71% of our students earned scores of Proficient or above, exceeding the state target of 70%. This shows that as a whole school Pine Cone is doing well.

However, in 2009-2010, 28% of our students with disabilities earned NECAP mathematics scores in the Proficient or Proficient with Distinction ranges, below the state target of 60% proficiency. In 2010-2011, 22% of our students with a disability earned scores of Proficient or Proficient with Distinction in math as measured by the NECAP, below the state target of 70%.

Below is our school's AYP status and history for the last three school years.

AYP Status and History

Status Year	Reading	Math	Average Daily Attendance/Grad Rate	AYP Status
2008-2009	Made AYP	Made AYP	Made target	Made AYP
2009-2010	Made AYP	Did Not Make AYP - S	Made target	Monitor
2010-2011	Made AYP	Did not make AYP - S	Made target	CIPS 1

Our school's short-term goal is for our students to make Adequately Yearly Progress this school year, and our long-term goal is to have all students proficient in reading and mathematics.

E. Overview of Self-Assessment

The survey tool for self-assessment of the School Improvement Plan was reviewed by the CIPs team members individually, in small groups and then as a whole group. Each of the effective schools components was considered in the creation of a composite score.

Several areas of strength and some areas of concern emerged from this process. Areas of strength included *extended learning activities* and *parent and community involvement*. The team recognizes that although concerns exist in the area of *curriculum*, the development of the curriculum occurred at the district level and the standards at the state and national levels. Because of this, it was decided that *curriculum* was a topic to be discussed at a later date. This decision allowed committee members to focus on their understanding of the depth of knowledge required for successful demonstration of the standards as opposed to a critique of the curriculum itself. Therefore, based on the results of the self-assessment and subsequent discussion, the two areas that were selected for focus at Pine Cone School during the process are *Instruction* and *Structural Reform Strategies*.

STEP 4

Sample PRIORITY AREAS FOR IMPROVEMENT

Instructions: Considering all of the information the team has gathered through the school self-assessment and data analysis processes, what are the priority areas of improvement selected for the School Improvement Plan, and what is the rationale for their selection?
Complete one sheet for each Priority Area identified.

Location of student performance gap:

20 of 95 Pine Cone School students with an identified disability achieved a score of proficient or higher in math on the 2010 NECAP. However, this also means that 75 of our special education students did not achieve proficiency on the NECAP.

Priority Area to be Addressed: Instruction

The underlying teaching/learning conditions/issues to be improved in this priority area are:

1. Review of our math program indicates there are gaps between what students are taught and what they need to know on the state test.
2. Review of our math program indicates that it is not appropriate for all students with an identified disability.
3. Many students experience loss of math concepts and skills over the summer.
4. Ed Techs may not have enough knowledge of our math curriculum or program to support students.
5. Classroom teachers are unsure how to integrate students with an identified disability into their math time.
6. Our math program, as currently delivered, does not allow as much personalization as may be necessary for struggling learners.

Possible activities to address the underlying teaching/learning conditions in this priority area:

1. Review and assure that our district's written math curriculum is aligned to state standards so as to better prepare students for our state test.
2. Research and adopt appropriate specialized instruction in math for students with a disability.
3. Provide professional development for special education teachers in the area of math instruction.
4. Provide professional development for ed. techs on our math program and state standards.
5. Provide professional development for classroom teachers to help them better integrate students with disabilities into their math classes.
6. Provide opportunities for conversations among general education teachers, special education teachers, and support staff to collaborate on best instructional practices in the area of math.
7. Modify the delivery format of our math program and then provide professional development for it.
8. Hold ongoing conversations about other activities unique to district needs.

Anticipated changes/outcomes in student performance will be:

1. An increase in the number of students with an identified disability who score Proficient in Math on the NECAP.
2. Individual student performance in math on the NWEA tests will improve and more students will meet their growth goals.

MANDATORY Goals for Inclusion in School Improvement Plan

Goals that:

- 1) incorporate strategies based on scientifically based research that will:
 - a. strengthen the core academic subjects in the school,
 - b. address the academic issue(s) that caused the school to be identified for school improvement;
- 2) identify specific, measurable annual objectives that will lead to practices that ensure continuous and substantial academic progress for all students;
- 3) address identified professional development needs of the staff;
- 4) incorporate strategies to promote effective parent involvement in the school, and;
- 5) incorporate a teacher mentoring program.

School _____ Principal _____ System _____

Sample School Improvement Plan Activities & Implementation Strategies for _____ (School Year)

Instructions: Use the chart below to describe one of the proposed activities for the School Year. Provide sufficient detail to assist the reviewers in understanding how the activities will lead to improvement in the Priority Areas identified.

Priority Area to be Addressed: Instruction	Goal # <u>1</u> (Change(s) in school practice and/or student learning anticipated as a result of Activity.) Teachers and educational technicians will incorporate instructional strategies based on scientifically based research that will increase student achievement levels in mathematics.		
Activity # 1 Describe the activity to be implemented. Include details regarding its purpose, the reason(s) for choosing to use it, and plans for its implementation. A team, including both general education and special education teachers, will meet to develop a bank of instructional strategies in order to maximize the effectiveness of the 30 minutes overlap in math time for special education students. This will be accomplished by having the team of teachers meet after school on three Tuesdays during the school year for 1 ½ hours to collaborate on development of the strategies and to identify ways to share them with all members of the staff. Between meetings, the 10 participants will use the developed strategies with their students, and share the results at the subsequent meeting (plan, do, review). Further development will be based on the review of results.			
Scientific Research on Which Goal is Based: "Measuring the Effects of Professional Development on Teacher Knowledge: The Case of Developing Mathematical Ideas", Journal for Research in Mathematics Education, November 2010, Volume 41, Issue 5. Effective Schools research – Time on Task			
Resources/Funding Sources: Must designate 10% set aside expenditures and requested CIPS funds 1. In the Forest district, teachers are compensated for "Topic Tuesday" with \$25.00 per teacher for the 1.5 hours of collaboration time after school. 2. 10 teachers consisting of six regular education teachers and four special education teachers will meet three times this school year. 10 teachers X \$25.00 compensation for each teacher = \$250.00 X 3 meetings = \$750.00 Total CIPS = \$ 750.00 Total Set Aside = \$ 000.00	Timeline for initiation and completion: Begin in January, 2013 End in May, 2013	Oversight: Who will take primary responsibility/ leadership? Who else will be involved? Carl Prince/Building Principal 10 teachers consisting of six classroom and four special education teachers	Monitoring What evidence will be collected to document the impact of the activity on the goal? Who will collect the evidence? How often will it be collected? <ul style="list-style-type: none"> Agenda & sign-in sheet for each of the three team meetings. Bank of strategies to maximize the 30 minutes overlap in students' math time. Agenda & sign-in sheets for staff meetings where the team of teachers share the bank of strategies and results of piloting with entire staff. Minutes from meetings. Evidence of effectiveness of strategies implemented. <ul style="list-style-type: none"> Required CIPS forms in "CIPS Funds Reimbursement Packet", as needed for this activity. By whom? By building principal and team of teachers

School _____ Principal _____ System _____

Sample School Improvement Plan Activities & Implementation Strategies for _____ (School Year)

Instructions: Use the chart below to describe one of the proposed activities for the School Year. Provide sufficient detail to assist the reviewers in understanding how the activities will lead to improvement in the Priority Areas identified.

Priority Area to be Addressed: Instruction	Goal # <u>1</u> (Change(s) in school practice and/or student learning anticipated as a result of Activity.) Teachers and educational technicians will incorporate instructional strategies based on scientifically based research that will increase student achievement levels in mathematics.		
Activity # 2 Describe the activity to be implemented. Include details regarding its purpose, the reason(s) for choosing to use it, and plans for its implementation. A series of 5 mathematics workshops (1 ½ hours each) will be provided to educational technicians who provide mathematics support services for students with disabilities. Workshop content will be based on the math content strands that data indicates need improvement. The workshops will be led by the Director of our Futures Project, who is a math consultant, and will take place after school. She & the ed. techs' supervising teachers will support implementation of the strategies learned.			
Scientific Research on Which Goal is Based: "Measuring the Effects of Professional Development on Teacher Knowledge: The Case of Developing Mathematical Ideas", Journal for Research in Mathematics Education, November 2010, Volume 41, Issue 5. Effective Schools research – Time on Task			
Resources/Funding Sources: Must designate 10% set aside expenditures and requested CIPS funds 1. 6 ed. techs. will attend five 1 ½ after school math workshop sessions this school year. 2. 6 ed. techs X 7.5 hours x \$15/hour = \$675.00 3. *Materials for workshop – 6 ed. techs x \$20.00 = \$120.00 o 6 copies @ \$20 ea. - "Curriculum Focal Points for Pre-K through Gr. 8 – A Quest for Coherence", NCTM 4. Refreshments for meetings – \$150.00 Total CIPS = \$ 495.00 Total Set Aside = \$ 450.00	Timeline for initiation and completion: Begin in November 2012 End in June 2013	Oversight: Who will take primary responsibility/ leadership? Who else will be involved? Carl Prince/Building Principal Karen Scott, Director of our Futures Project Classroom teachers will oversee the ed. techs' implementation of instructional strategies learned.	Monitoring What evidence will be collected to document the impact of the activity on the goal? Who will collect the evidence? How often will it be collected? <ul style="list-style-type: none"> Agenda & sign-in sheets for each of the three team meetings. Bank of strategies to maximize the 30 minutes overlap in students' math time. Agenda & sign-in sheets for staff meetings where the team of teachers share the bank of strategies with entire staff. List of math content strands on which PD will be focused. Required CIPS forms in "CIPS Funds Reimbursement Packet". <i>By whom?</i> <ul style="list-style-type: none"> By building principal and team of teachers By building principal and team of teachers

SCHOOL IMPROVEMENT PLAN WRITING TIPS

(SAMPLES OF APPROPRIATE LANGUAGE FOR DESCRIPTIONS OF COMPONENTS OF SIP)

Priority Areas for Improvement

STEP 4

Location of Student Performance Gap

44% of our grade 7 students scored Partially Proficient (2) or Significantly Below Proficient (1) on the 2011 math section of NECAP. Weak areas are numbers and operations, geometry, and functions and algebra as evidenced by these data:

- our students on average scored 32% lower than the state average on numbers and operations questions
- 28 of 36 students with an identified disability scored a 1 (significantly below proficiency) on math questions

You will increase the chances of the SIP having a positive impact on identified problems if you describe the problems with specificity.

Proposed Activities

STEP 5

Teacher leaders from both general education and special education classrooms will participate in a weekly book study group using When Kids Can't Read: What Teachers Can Do to increase teaching strategies to help students who struggle with comprehension.

Resources

STEP 5

8 teacher leaders will be compensated for work beyond the school day at rate of \$25 per hour per district policy ($8 \times \$25 \times 30 = \6000 funded from CIPS money. Purchase text $8 \times \$27.50 = \220 funded from CIPS money. Total: \$6220 CIPS funds

SCHOOL IMPROVEMENT PLAN WRITING TIPS (CONTINUED)

Description of Timeline

STEP 5

Eight teacher leaders will meet each Tuesday from 3:00 – 4:00 for a total of 30 meetings.

Oversight

STEP 5

The principal will be responsible for ensuring that all selected teachers participate in this book study group.

Monitoring (Implementation)

STEP 5

Staff participation reports (compensation) collected weekly by department chair and submitted to principal monthly.

Monitoring (Effectiveness)

STEP 5

At the end of the study group participants will write up a summary of what was learned, how it has changed their classroom practices, how that has impacted student comprehension in reading, and how they can help other staff members implement similar changes. The study group will discuss their experiences and their follow-up plan to all at a faculty meeting in January 2013.

General Writing Tips:

1. If stipends are to be paid recommended language should be similar to: “Teachers will be compensated for work beyond the school day [or year] as required by district policy at the rate of”.
2. The more specific you are in detailing an activity, the better off you will be in monitoring that it was done.
3. Always designate funding sources. If there is a cost to an item, specify whether it will be funded from the required set-aside, CIPS funds, or other sources such as district funds or grants.
4. Work closely with your consultant to check wording and to ensure that expenditures are permissible.

PROFESSIONAL DEVELOPMENT

Funds may be used for professional development activities that are related to the Priority Areas identified in the School Improvement Plan and:

- Improve and increase teachers' *academic* knowledge
- Are an *integral part* of broad school-wide and district-wide educational improvement plans
- Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state *academic content standards* and *student academic achievement standards*
- Improve *classroom management* skills
- Are *high quality, sustained, intensive* and *classroom-focused* in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; *and are not 1-day or short-term workshops or conferences*
- Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through state and local alternative routes to certification
- Advance teacher understanding of effective instructional strategies that –
 - are *based on scientifically-based research* and strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers
 - are *aligned with and directly related to* state academic content standards, student academic achievement standards and assessments, and the curricula and programs tied to the standards
- Are developed with *extensive participation* of teachers, principals, parents, and administrators of schools to be served under NCLB
- Are designed to give teachers of *limited English proficient children*, and others teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, *including the appropriate use of curricula and assessments*
- To the extent appropriate, provide training for teachers and principals in how to use *technology* in the classroom to improve teaching
- As a whole, are *regularly evaluated* for their impact on increased teacher effectiveness and improved student academic achievement, with the findings used to improve the quality of professional development
- Provide instruction in methods of teaching *special needs children*

- Include instruction in the *use of data and assessments* to inform and instruct classroom practice
- Include instruction in how school staff can work more effectively with *parents*
- Other activities that might be included are partnerships with institutions of higher education to establish school-based teacher training programs; career ladder programs to help Title I paraprofessionals become certified; and follow-up training to ensure that teachers are able to implement what they have learned in the classroom